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ABSTRACT

The purpose of this study was to examine the type and scope of supervised occupational experience programs (SOEPs) and the achievement of students mainstreamed in vocational agriculture in Ohio. Achievement was measured by the grade students received in vocational agriculture during the first semester of the 1983-84 school year. The sample for the study was 300 randomly selected handicapped vocational agriculture students from comprehensive high schools, joint vocational schools, and city vocational schools. Data were gathered by means of a questionnaire administered to the students by their 82 vocational agriculture teachers. The study found that students with more hours of in-school laboratory SOEPs had greater achievement than students with fewer hours. However, there was no relationship between the scope of out-of-school SOEPs and student achievement and no relationship between the level of student achievement and type of school, type of handicap, length of students' enrollment in vocational agriculture, or number of siblings enrolled in vocational agriculture. The study found a positive relationship between the level of student achievement and Future Farmers of America involvement, and between achievement and student opportunity variable (living in a town or city, encouragement, living with one parent, and occupational status of parents). The study also found a negative relationship between the level of student achievement and some student opportunity variables (living with a guardian, money provided by parents, participation in free or reduced-price lunch program, and living in a nonfarm rural residence). The study recommended increased use of in-school laboratory projects for handicapped students. (KC)

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SUMMARY OF RESEARCH

DEPARTMENT OF AGRICULTURAL EDUCATION

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SUPERVISED OCCUPATIONAL EXPERIENCE AND ACHIEVEMENT OF STUDENTS MAINSTREAMED IN OHIO VOCATIONAL AGRICULTURE PROGRAMS

OSCAR B. POTTER AND J. DAVID MCCRACKEN

INTRODUCTION

The Smith-Hughes Act of 1917 gave public schools the opportunity to receive federal aid for the development of vocational agriculture programs. This act also provided for directed or supervised practice in agriculture. Vocational agriculture programs were designed to follow the educational philosophy of John Dewey: "We learn by doing" (Dewey, 1934, p. 364). This concept is applied by providing supervised occupational experience programs for students enrolled in vocational agriculture. The vocational agriculture teachers help students develop their supervised occupational experience programs (SOEP) for the purpose of giving the students experience in the occupational area of their choice. SOEPs have become a major and integral part of the vocational agriculture program.

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SUPERVISED OCCUPATIONAL EXPERIENCE AND ACHIEVEMENT OF STUDENTS MAINSTREAMED IN OHIO VOCATIONAL AGRICULTURE PROGRAMS

agricultural education programs have been used by administrators and guidance personnel as "dumping grounds" for those students who could not make it in supposedly more academically-oriented classes. Students who enroll in vocational agriculture programs must have an interest in or aptitude for becoming employed in the agriculture industry for which they are being taught, if they are to succeed in that industry; otherwise, such programs will become exploratory and general and will not be vocational in nature (Dougan 1974).

Problem Statement

The effectiveness of vocational agriculture programs has often been evaluated by the placement rate of students in the occupations for which they were prepared. Many students may be enrolling in vocational agriculture that do not aspire to enter agriculture as a vocation and reporting of their placement rate becomes irrelevant. This study addresses this problem by exploring why students enter (motivation) three selected taxonomy areas of vocational agriculture and describes their attributes and vocational objectives. Results could illuminate the typical evaluation studies, provide direction for guidance counselors, and aid in the recruitment of genuine students.

Research Questions

The objectives of this study have been stated as research questions.

1. What are the vocational objectives for students enrolled in (1) Agricultural Mechanics, (2) Horticulture, (3) Production Agriculture.

2. Is there a relationship between the vocational objective reported by the students and the taxonomy area in which they are enrolled?

3. Is there a relationship between the motivators reported by students and the taxonomy area in which they are enrolled?

4. What are the characteristics of students enrolled in the taxonomy areas studied?

5. What is the relationship between the selected demographic characteristics and the vocational objectives of students?

6. What is the relationship between the selected demographic characteristics and the motivators of students to enroll?

Related Literature and/or Theoretical Framework

One of the most crucial problems facing young adults are decisions related to their vocational development. For many years those involved in agricultural education have been concerned with assisting youth in their educational and occupational plans. Many theories of vocational choice and development have been formulated by individuals such as Ginzberg, Super, Hoppock, and Zaccaria. All of these theories attempt to make sense of the complex process of vocational choice and development. In each of these theories certain factors were found that influenced the vocational choice

Numerous studies have been conducted by those involved in agricultural education which have indicated that many factors show a significant relationship to vocational choice. In a study by Neavill (1974), students were asked to check the person who most influenced their decision to study agriculture in high school. Approximately one-half of the students indicated themselves, 17 percent indicated that their father had influenced them, and the remaining were checked, in order: close friend, brother or sister, agriculture teacher, close relative, guidance counselor and others. In a study by Byler and Hemp (1972), they found that certain personal, family and community related factors influenced the occupational and educational aspirations of students enrolled in vocational agriculture. They also found that the students' choice of an occupation was significantly related to their place of residence. Curtis (1968) conducted a study to determine which factors tended to have the greatest influence on the vocational choice of youth and found that interest in work, salary and wages, and personal satisfaction ranked higher than any other reasons given by students.

Today, many educators involved in vocational agriculture have been concerned whether student placement in vocational agriculture is based upon their statement of a vocational objective in agriculture. The quality and success of the vocational agriculture program depends on the type of students enrolled. To maintain the high quality standards in Ohio's vocational agriculture programs, it is important to understand the attributes, vocational objectives, and motivators for enrollment of students.

RESULTS, CONCLUSIONS AND IMPLICATIONS

The design for the study was descriptive survey. The survey was developed to describe students enrolled in Agricultural Mechanics, Horticulture, and Production Agriculture in joint vocational and comprehensive high schools in Ohio. The study gathered data on eleventh and twelfth grade students' vocational objective and determined factors that motivated them to enroll in Agricultural Mechanics, Horticulture, and Production Agriculture programs.

Population and Sample

The target population in this study was all eleventh and twelfth grade students enrolled in Agricultural Mechanics, Horticulture and Production Agriculture during the 1982-1983 school year. These taxonomy areas were selected for this study based upon the high percentage of students enrolled in these taxonomy areas in Ohio during 1982-1983. To develop a frame, the schools offering these taxonomy areas were identified using the 1982-1983 Ohio Agricultural Directory. To obtain the needed sample size, a stratified random sample of schools was drawn from the joint vocational and comprehensive high school lists. To achieve a representative sample from each taxonomy area, a proportionate random sample was taken. A total of six Production Agriculture, two Horticulture and two Agricultural Mechanics departments yielded a sample size of 180 students (Cochran 1977).

Instrumentation

A researcher-developed questionnaire was used in the study. Questions for the instrument were developed to obtain data from students enrolled in each taxonomy area on factors influencing enrollment and the students' vocational objective. The factors influencing enrollment were termed as motivators for enrollment and were obtained through the review of literature. Other demographic items were used to determine the students' sex, age, place of residence, parents' occupations, work experience, FFA membership, grade level, class rank, extracurricular activities, and hobbies in order to evaluate their relationship to the students' vocational objective and motivation for enrollment.

To achieve content validity, the instrument was reviewed by a panel of educators at The Ohio State University. The content of the instrument was then revised until deemed acceptable. The reliability of the motivator portion of the instrument was determined by analysis with Cronbach's Alpha. A reliability coefficient of .75 was obtained. A field test was conducted with 25 junior and senior Horticulture students at a joint vocational school in Ohio. These students were not included in the sample. The students were asked to complete the questionnaire and to note any difficulty in answering the questions. Any needed corrections were made.

Data Collection

An initial phone call was made to each randomly selected school. The instruments were then mailed to each participating school with a cover letter explaining to the teacher the standard set of instructions for administration. Two weeks after the mailing, a phone call was made to the teachers who had not returned the completed instruments advising them of the importance of their participation in the study. A total of 165 (92%) instruments were completed by 36 Agricultural Mechanics, 37 Horticulture, and 92 Production Agriculture students. A follow-up of non-respondent students was not made since the researcher could not control when the teacher administered the instrument or what students were present or absent on that day.

Data Analysis

The data were analyzed using the Statistical Package for the Social Sciences (SPSS) computer program at The Ohio State University. The statistical analysis by the SPSS for all variables resulted in the computation of absolute, relative adjusted and cumulative frequencies, means and standard deviations. To determine the relationship between the selected demographic variables, the vocational objectives and motivators for enrollments, the results were analyzed using correlation coefficients.

Objective I

When answering the research question, "What are the vocational objectives of students enrolled in Agricultural Mechanics, Horticulture, and Production Agriculture?" results of this study indicated that the most frequent response to a first choice vocational objective by the Agricultural Mechanics students surveyed was a farmer (52.7 percent) a mechanic (19.7 percent) and a diesel mechanic (11.1 percent) as noted in Table 1.

TABLE 1

THE VOCATIONAL OBJECTIVES OF AGRICULTURAL MECHANICS STUDENTS BY THEIR RESPONSE TO THE QUESTION, "WHAT TYPE OF JOB WOULD YOU MOST LIKE TO HAVE AFTER GRADUATION?"

Vocational Objective	f	%
Farmer	19	52.7
Mechanic	7	19.4
Diesel Mechanic	4	11.1
Forest Ranger	1	2.8
Pyrotechnist	1	2.8
Small Engine Mechanic	1	2.8
Truck Driver	1	2.8
Wheat Cutter	1	2.8
Undecided	1	2.8
TOTAL	36	100

A truck driver (16.7 percent) and a mechanic (13.9 percent) were the second choice vocational objective most frequently indicated by the students (Table 2). Approximately eight percent of the Agricultural Mechanics students indicated a first and second vocational choice that was not related to their taxonomy area of enrollment. Students enrolled in Agricultural Mechanics are more likely to choose a vocational objective related to their taxonomy area of enrollment.

Of the Horticulture students surveyed, nineteen percent of the students were undecided about their first vocational objective while 16 percent indicated a greenhouse worker and 11 percent indicated the military (Table 3). Sixteen percent of the Horticulture students did not list a second vocational objective. A greenhouse worker (11.0 percent) was the most frequently indicated second choice (Table 4). Approximately forty percent of the Horticulture students reported they did not have a first or second vocational objective related to their taxonomy area. Based upon this data,

it appears that Horticulture students are almost equally likely to choose a vocational objective that is either related or not related to their taxonomy area of enrollment.

TABLE 2

THE VOCATIONAL OBJECTIVES OF AGRICULTURAL MECHANICS STUDENTS BY THEIR RESPONSE TO THE QUESTION, "IF YOU WERE UNABLE TO GET THE JOB YOU WANTED MOST, WHAT WOULD YOUR SECOND CHOICE BE?"

Vocational Objectives	f	%
None listed	6	16.7
Truck Driver	6	16.7
Mechanic	5	13.9
Diesel Mechanic	2	5.5
Factory Worker	2	5.5
Implement Dealer	2	5.5
Military	2	5.5
Work on a farm	2	5.5
Astronaut	1	2.8
Carpenter	1	2.8
Dishwasher	1	2.8
Greenskeeper	1	2.8
Heavy Equipment Operator	1	2.8
Meat Cutter	1	2.8
Musician	1	2.8
Race Car Driver	1	2.8
Undecided	1	2.8
TOTAL	36	100

The most frequently indicated first choice vocational objective of the Production Agriculture students surveyed included a farmer (25.0 percent) and a mechanic (15.2 percent) as noted in Table 5. Farming (16.3 percent) and the military (11.0 percent) were the second choice vocational objective indicated by the highest percentage of students as noted in Table 6. Approximately forty percent of the students indicated both a first and second vocational objective not related to their taxonomy area. Based upon the data obtained, slightly over half of the Production Agriculture students are intending to pursue a vocational objective that is related to their taxonomy area.

Objective II

To answer the research question "What is the relationship between the vocational objectives reported by the students and the taxonomy area in which they are enrolled?", results from this study indicated that a correlation of .22 existed between the first choice vocational objective reported by the students and the taxonomy area of enrollment (Table 7). Based upon the data, it appears that the taxonomy area of enrollment is not a good predictor of vocational choice.

TABLE 3
VOCATIONAL OBJECTIVES OF HORTICULTURE STUDENTS BY THEIR RESPONSE TO THE QUESTION, "WHAT TYPE OF JOB WOULD YOU MOST LIKE TO HAVE AFTER GRADUATION?"

Vocational Objective	f	%
Undecided	7	19.0
Greenhouse Worker	6	16.0
Military	4	11.0
Florist	3	8.0
Horse Trainer	2	5.0
Landscaper	2	5.0
Mechanic	2	5.0
Park Ranger	2	5.0
None Listed	2	5.0
Computer Programmer	1	3.0
Forest Ranger	1	3.0
Horticulturalist	1	3.0
Horticulture Therapist	1	3.0
Salesman	1	3.0
Secretary	1	3.0
Soil Scientist	1	3.0
TOTAL	37	100

TABLE 4
THE VOCATIONAL OBJECTIVES OF HORTICULTURE STUDENTS BY THEIR RESPONSE TO THE QUESTION, "IF YOU WERE UNABLE TO GET THE JOB YOU WANT MOST, WHAT WOULD YOUR SECOND CHOICE BE?"

Vocational Objectives	f	%
None listed	6	16.0
Greenhouse Worker	4	11.0
Undecided	3	8.0
Bus Driver	3	8.0
Horticulturalist	2	5.0
Military	2	5.0
Waitress	2	5.0
Airline Employee	1	3.0
Caretaker	1	3.0
Factory Worker	1	3.0
Garden Center Employee	1	3.0
Naturalist	1	3.0
Pizza Maker	1	3.0
Race Car Driver	1	3.0
Sales Clerk	1	3.0
Secretary	1	3.0
Sheriff	1	3.0
Veterinarian	1	3.0
TOTAL	37	100

TABLE 5

THE VOCATIONAL OBJECTIVES OF PRODUCTION AGRICULTURE STUDENTS BY THEIR RESPONSES TO THE QUESTION, "WHAT TYPE OF JOB WOULD YOU MOST LIKE TO HAVE AFTER GRADUATION?"

Vocational Objective	f	%
Farmer	23	25.0
Mechanic	14	15.2
Not Sure	10	11.1
Computer Technician	4	4.3
Dairy Farmer	3	3.4
Military	3	3.4
None Listed	3	3.4
Accountant	2	2.2
Agricultural Products Salesman	2	2.2
Engineer	2	2.2
Forest Ranger	2	2.2
Heavy Equipment Operator	2	2.2
Horse Trainer	2	2.2
Miner	2	2.2
Plant Worker	2	2.2
Salesman	2	2.2
Carpenter	1	1.1
Cosmetologist	1	1.1
Cryptologic Languist	1	1.1
Extension Agent	1	1.1
Excavating	1	1.1
Game Warden	1	1.1
Gas Station Attendant	1	1.1
Naturalist	1	1.1
Ocean Biographer	1	1.1
Oilfield Worker	1	1.1
Pilot	1	1.1
Timber Cutter	1	1.1
Veterinarian	1	1.1
TOTAL	92	100

TABLE 6

THE VOCATIONAL OBJECTIVES OF PRODUCTION AGRICULTURE STUDENTS BY THEIR RESPONSE TO THE QUESTION, "IF YOU WERE UNABLE TO GET THE JOB YOU WANTED MOST, WHAT WOULD YOUR SECOND CHOICE BE?"

Vocational Objective	f	%
Farming	15	16.3
Military	10	11.0
Mechanic	9	10.0
Plant Worker	8	9.0
None Listed	8	9.0
Construction	4	4.3
Welder	4	4.3
Undecided	4	4.3
Truck Driver	3	3.2
Diesel Mechanic	2	2.1
Engineer	2	2.1
Forest Ranger	2	2.1
Logger	2	2.1
Agricultural Communications	1	1.1
Biologist	1	1.1
Computer Operator	1	1.1
Electrician	1	1.1
Elevator Operator	1	1.1
Extension Agent	1	1.1
Farm Mechanic	1	1.1
Fashion Merchandising	1	1.1
Law Enforcement Officer	1	1.1
Oilfield Worker	1	1.1
Outdoor Work	1	1.1
Peace Corps	1	1.1
Pig Farmer	1	1.1
Playboy Bunny	1	1.1
Road Work	1	1.1
Salesman	1	1.1
Teacher	1	1.1
TOTAL	92	100

TABLE 8

THE RELATIONSHIP BETWEEN THE "CHARACTERISTICS" OF THE STUDENTS AND THEIR VOCATIONAL CHOICE

Demographic Characteristics	Correlated with Vocational Objective
Vo-Ag Teacher Encouraged	-0.22
Taxonomy Area	0.22
Others Encouraged	0.20
Employer Encouraged	0.14
Kind of Jobs Held	0.12
*Class	0.11
Father Encouraged	0.10
Father's Occupation	0.10
Mother's Occupation	0.08
Relative Encouraged	0.08
Hobbies	-0.07
Place of Residence	0.06
Mother Encouraged	-0.05
Age	0.04
School Counselor Encouraged	-0.04
*Academic Rank	0.04
Number of Acres	0.04
Extracurricular Activities	0.03
F.F. A. Membership	-0.03
Friend Encouraged	-0.02
Other Teachers Encouraged	0.01
Sex	0.01
County Extension Agent Encouraged	a

a = Correlations could not be computed
* = Spearman rank correlation coefficients

Objective III

To answer the research question "Is there a relationship between the motivators reported by students and the taxonomy area in which they are enrolled?", results from this study indicated that a negligible association of .10 was found between the grand mean on the motivator statements and the taxonomy area of enrollment (Table 8). In conclusion, motivator statements are not a good predictor of the taxonomy area of enrollment.

TABLE 8

THE RELATIONSHIP BETWEEN THE "CHARACTERISTICS" OF THE STUDENTS AND THEIR GRAND MEAN ON THE MOTIVATOR STATEMENTS

Demographic Characteristics	Correlated with Grand Mean =2.62
First Vocational Objective	0.27
Extracurricular Activities	0.23
FFA Membership	0.18
Father Encouraged	0.16
*Academic Rank	0.14
Sex	0.13
Second Vocational Objective	0.12
Mother Encouraged	0.11
Taxonomy Area	0.10
Others Encouraged	-0.10
*Class	0.07
School Counselor Encouraged	-0.07
Employer Encouraged	0.06
Kind of Jobs Held	0.05
Age	0.05
Mother's Occupation	0.05
Relative Encouraged	0.04
Number of Acres	-0.04
Vo-Ag Teacher Encouraged	0.02
Father's Occupation	0.02
Friend Encouraged	0.02
Hobbies	-0.02
Place of Residence	-0.02
County Extension Agent Encouraged	a

a = Correlations could not be computed
* = Spearman rank correlation coefficients

Summarized are certain factors which were considered influential when students enroll into vocational agriculture. The Agricultural Mechanics students tended to agree with the motivator statements, agriculture is important to America, interest in the class and the ability to be successful on the job in agriculture as being motivators for enrollment. Students disagreed with the following statements as being motivators for enrollment: to be an FFA member, their father's occupation, their friends enrolled, and they were pressured by the guidance counselor.

The Horticulture students agreed that agriculture is important to America, interest in the class, and the ability to be successful in an agriculturally related occupation were motivators for enrollment into vocational agriculture. Students disagreed with the following statements as to what motivated them to enroll. These include: to be a member of the FFA, because they received pressure from the guidance counselor, their friends enrolled and their father's occupation.

The Production Agriculture students agreed most with the following statements as motivators for enrollment: interest in the class, Vocational Agriculture is something they like to do, and that by taking vocational agriculture they would be more qualified to get a job in agriculture than someone who does not take the class. Students disagreed with their father's occupation, friends enrolled, pressure from the guidance counselor, the vocational agriculture teacher visited their home, and their parents said they had to take vocational agriculture as motivators for enrollment into vocational agriculture.

Objective IV

"What are the characteristics of students enrolled in the taxonomy areas studied?". Summarized are the characteristics of students enrolled in the three taxonomy areas. The average Agricultural Mechanics student was a junior, a male, and was seventeen years of age. The average student lived in a rural area on 1-10 acres. The father's and mother's occupations were classified as blue collar. The average student held a job related to their taxonomy area of enrollment, was a member of the FFA, and ranked in the middle one-third of their class. Sports was the hobby and extracurricular activity participated in by the average student. The average student received the most encouragement to enroll in vocational agriculture from their father, relative and others.

The average Horticulture student was a senior, a female, and was seventeen years of age. The average student lived in the city on less than one acre, and held a job that was not related to the taxonomy area. The father's and mother's occupation were classified as blue collar. The average student was a member of the FFA and ranked in the middle one-third of their class. The average student received the most encouragement to enroll in vocational agriculture from their mother, relative and others.

The average Production Agriculture student was a senior, a male, and was seventeen years of age. The average student lived on a farm with more than 100 acres. The father's and mother's occupation were classified as blue collar. The average student held a job related to their taxonomy area. The average student was a member of the FFA and ranked in the middle one-third of their class. Sports was the hobby and extracurricular activity of the average student. The average student received the most encouragement to enroll in vocational agriculture from others, friends, and the vocational agriculture teacher.

Objective V

To answer the research question, "Is there a relationship between the selected demographic characteristics and the vocational objective of the student?", the following results were found. A low association existed among the Agricultural Mechanics and Production Agriculture students demographic characteristics and their statement of a vocational objective. A moderate relationship existed between the vocational objective of the Horticulture students and their demographic characteristics (Table 7). Therefore, the conclusion has been made that demographic characteristics are not good predictors of the students' vocational objective.

Objective VI

To answer the research question, "Is there a relationship between the selected demographic characteristics and the motivators of students to enroll?", the following results were found. A low to moderate association was found between the grand mean for statements on motivators by Agricultural Mechanics, Horticulture and Production Agriculture students and their selected demographic characteristics (Table 8). Based upon the data, it appears that demographic characteristics are not good predictors of motivators for students to enroll in vocational agriculture.

IMPLICATIONS

Vocational guidance should begin early in the student's career and continue until the students have made a sound and satisfactory career decision. Many students enrolled in the vocational agriculture programs had not made a vocational choice related to agriculture. Guidance counselors should have a complete understanding of the occupational opportunities available in each taxonomy area. With this knowledge, they will be able to direct students with occupational interests in agriculture to the appropriate taxonomy area. Results of this study indicate that guidance counselors were not influential in encouraging students to enroll in vocational agriculture.

Students with an interest in vocational agriculture should be provided with early exploratory experiences so they will obatin a realistic view of the vocational agriculture program before enrolling. Many of the students surveyed indicated an interest in the class as the primary motivator for enrollment. The implementation of exploratory agriculture programs in Ohio should be investigated as a possible strategy for allowing students to gain a realistic preview of the vocational agriculture program.

The vocational agriculture teacher and the local FFA Public Relations Committee should continue to promote the vocational agriculture program by contacting potential students, parents and employers, since results of this study indicated that students received encouragement to enroll in vocational agriculture by these individuals. School administrators, faculty and staff should be given thorough and complete information on the function and opportunities of the vocational agriculture program by the vocational agriculture teacher and the local FFA Public Relations Committee. Based upon the findings in this study school administrators, faculty, and staff were not influential in encouraging enrollment of students into vocational agriculture and they may need more information to be effective.

Evaluation and accountability studies of vocational agriculture programs which utilize student follow-up or placement data would create unfair results based upon the findings in this study. There should be a reinstatement of the procedure of having students state a vocational objective in agriculture prior to their enrollment into the vocational agriculture program. This document of commitment should be distributed to the teacher, student, parents and guidance counselor. Based upon the findings in this study many students have been enrolled into the vocational agriculture program who do not have a vocational objective in agriculture.

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SUMMARY OF RESEARCH SERIES

Many students enrolled in vocational agriculture in the public schools are below the age at which most students make firm career choices. Why do students enroll? If it is for other than reason of career choice, should placement rate data be used in program evaluation? Vocational agriculture may be serving many purposes, only one of which is preparation for immediate entry into an occupation in agriculture. this study provides information about the nature of students who are participating in vocational agriculture. This information should be especially helpful to policymakers, curriculum developers and others in leadership positions in agricultural education.

The authors are recognized for their scholarship in preparing this summary. Dr. Larry Miller is a Professor, Department of Agricultural Education, The Ohio State University. Ms. Pruckno was a graduate student in the Department of Agricultural Education, The Ohio State University. Special appreciation is due to James E. Cummins, Assistant Director, Agricultural Education Service, Columbus, Ohio; Dr. James Leising, Department of Applied Behavioral Sciences, University of California-Davis; and Dr. R. Kirby Barrick, Associate Professor, Department of Agricultural Education, The Ohio State University for their critical review of this manuscript prior to its publication.

Research has been an important function of the Department of Agricultural Education since it was established in 1917. Research conducted by the Department has generally been in the form of graduate theses, staff studies and funded research. The purpose of this series to make useful knowledge from such research available to practitioners in the profession. Individuals desiring additional information on this topic should examine the references cited.

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5. A study needs to be conducted that will describe the conflicting findings of this study and Morton (1978) on student achievement and SOEP. Realizing they each measured student achievement differently, a refined method of measuring the achievement of mainstreamed students needs to be presented in a future study.

6. Vocational agriculture teachers should increase their use of in-school laboratory projects for handicapped students.

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SUMMARY OF RESEARCH SERIES

Supervised occupational experience programs (SOEP) provide unique learning opportunities for all students enrolled in vocational agriculture. This includes students mainstreamed in the programs. This study investigated this special population and the relationships among the type and cope of the SOEP and the achievement of the students. Practical implications for aiding mainstreamed students have resulted.

The authors are recognized for their scholarship in preparing this summary. Dr. J. David McCracken is a Professor, Department of Agricultural Education, The Ohio State University. Mr. Potter was a graduate student in the Department of Agricultural Education, The Ohio State University. Special appreciation is due to Dr. Samuel M. Curtis, Professor and Head, Department of Agricultural and Extension Education, The Pennsylvania State University; Dr. John R. Crunkilton, Professor and Head, Agricultural Education, Virginia Polytechnic Institute and State University; and Dr. Floyd L. McKinney, Adjunct Associate Professor, National Center for Research in Vocational Education, The Ohio State University for their critical review of this manuscript prior to its publication.

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